

Task Force Presentation to the
Kindergarten to College Work Group
P-20 Dual Enrollment Ad Hoc Committee
December 14, 2006

1) What is the purpose of the task force? List the names of the task force's members.

The P-20 Dual Enrollment Task Force, comprised of representatives from the K-12 and higher education sectors, was appointed by the P-20 Committee in 2004. The task force met several times in 2004 and 2005 and corresponded extensively by e-mail in order to prepare its recommendations to the P-20 Committee in May 2005. The P-20 Committee ultimately adopted all but three of the recommendations. The three unresolved questions were:

- a) How does Montana ensure that dual-credit courses “supplement but do not supplant” the high school curriculum?
- b) What credentials, if any, should be required for teaching dual-credit courses?
- c) How will distance-delivered dual-credit courses comply with applicable standards and statutes?

The Board of Education charged the Dual Enrollment Ad Hoc Committee to address these unresolved issues. Therefore, the purpose of the Dual Enrollment Ad Hoc Committee is to make a final recommendation to the Kindergarten to College work group regarding the unresolved issues from the task force's work.

The Dual Enrollment Ad Hoc Committee was formed in 2006 to make recommendations on the three unresolved questions to the Kindergarten – College Work Group. The Dual Enrollment Ad Hoc Committee met on October 10, 2006, and on November 20, 2006. The co-chairs have communicated to the degree possible since then and have communicated extensively with the members within their sector. Members of the ad hoc committee are: Erik Burke (MEA/MFT) Co-Chair; Mary Sheehy Moe (Dean/CEO Great Falls College of Technology) Co-chair; Allan Audet (Billings Education Association); Jane Suberg (Highwood High School – Counselor); Jerry Pease (Manhattan School District); Daniel Bingham (Dean/CEO Helena College of Technology); Jane Karas (President, Flathead Valley Community College); and Jed Liston (University of Montana Missoula). Support staff include Arlene Parisot, Office of the Commissioner of Higher Education and Gary Warhank, Office of Public Instruction served as staff members.

2) Define the problem that your task force seeks to address.

The ad hoc committee addressed these unresolved issues:

- a) Dual credit courses will be provided as additions to the educational options available to individual high school students, not as replacements of the high school curriculum for all high school students.

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b) To extend access to dual enrollment to areas without a higher education institution nearby, distance-delivered dual enrollment opportunities and best practices for delivering dual enrollment courses at a distance should be developed and publicized. In addition, teacher offering dual credit courses align with Administrative Rules of Montana 10.55.907 Distance, Online and Technology Delivered Learning.

c) Staffing of a dual enrollment course must meet all applicable certification requirements of the Board of Regents and K-12 licensure requirements of the Board of Public Education and the Office of Public Instruction, all applicable Administrative Rules of Montana and Montana statute depending on configuration and location of the class being offered.

3) What are the recommended solutions for solving the problem?

- a)** A collaborative model to encourage K-12 and higher education institutions and faculties to work address the real needs of students, while meeting state standards.
- b)** A tracking model to document the achievement of improved college-going rates and degree completion rates of Ladder to College students.

(See attachments for the perspectives from K-12 and higher education)

**4) What action does your taskforce recommend for the Board of Education?
Explain why.**

- a)** Widespread and engaged effort from the Kindergarten to College Work Group
- b)** Collaborative efforts from both systems to support the Ladder to College proposal.
- c)** Seek further guidance from the Board of Public Education and the Board of Regents.

(See attachments for the perspectives from K-12 and higher education)